

Cover Sheet

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| <u>6</u> | Elementary schools |
| <u>0</u> | Middle schools |
| <u>2</u> | Junior high schools |
| <u>2</u> | High schools |
| <u>0</u> | Other |
| <u>10</u> | TOTAL |
2. District Per Pupil Expenditure: \$7010
- Average State Per Pupil Expenditure: \$4931

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural
4. 13 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	72	81	153
K				8	99	78	177
1				9	79	73	152
2				10			
3				11			
4				12			
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							482

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>92</u> | % White |
| <u>3</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)]	49
(4)	Total number of students in the school as of October 1	530
(5)	Total transferred students in row (3) divided by total students in row (4)	.092
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 1 %
5 Total Number Limited English

Proficient

Number of languages represented: 4

Specify languages: Chinese, Japanese, Spanish, Farci

9. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 52

10. Students receiving special education services: 16 %
75 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

Data not available and applicable. Iowa is a non-categorical state, therefore students are not identified and diagnosed under disability.

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>6</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>1</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>44</u>	<u>8</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 17:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	96 %	96 %	96 %	95 %
Daily teacher attendance	95 %	96 %	96 %	96 %	96 %
Teacher turnover rate	18 %	16 %	16 %	15 %	6 %
Student dropout rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

“Working Together to Celebrate Learning” - - Our mission statement at Peet Jr. High directs all of our educational decisions and all of our professional practices. We believe in **“Working Together.”** We believe in the importance of relationships - - teacher and student, teacher and parent, teacher and teacher, school and community. These relationships provide the foundation for teaching and learning. We believe in a “Celebration of Learning.” Sometimes the celebrations are very visible - - a concert night, a culture fair, an art exhibit More important are the quiet celebrations that are experienced each period, each day in our classrooms with students who are experiencing success, and teachers who are committed to helping each student achieve.

As identified by Marzano and others, our school has become increasingly aware of factors that influence student achievement.

- Safe and orderly environment
- Viable curriculum and instructional strategies
- Staff collegiality and professionalism
- High Expectations
- Parent and community involvement
- Classroom management

We have designed our professional development and building action plans to address these areas.

We believe:

- In a comprehensive education. It is important at the junior high level for all students to experience a wide and varied curriculum. In addition to our core curriculum, we offer exploratory and elective courses in art, family consumer science, industrial technology, and business education. We require all students to take fine arts and keyboarding/computer as a part of 7th grade. We have Spanish, French, and German as our foreign language courses, with over 80% of our students taking a language.
- In active, engaged student learning. Consistent with our mission of “Celebration of Learning,” our instructional methods incorporate hands-on opportunities to keep learning stimulating and relevant. When you walk our hallways and into classrooms, you will see cake parties in Family Consumer for our parents and community, flannels and sweatshirts in “sewing,” clay animals in Art, launching rockets and racing CO₂ cars in Industrial Tech, job interviews and record pantomimes in Speech, creating commercials in Economics, sugar babies in Health, building roller coasters in 9th grade Physical Science, designing “ceiling murals” by using the concept of polyhedras in Geometry, creating a Civil War newspaper in U.S. History, and our Writing for Publication’s “Peet Prowler.” You will see students’ learning!
- In extra-curricular programs. Our students are active and involved in learning beyond the classroom. Peet Jr. High offers a wide range of opportunities for students’ involvement. The list includes music (Band, vocal, orchestra, as well as special performing groups like jazz band, melodies, mens'/womens' chorus), athletics, drama (including an annual Cabaret production involving over 100 student participants), leadership (student council, captains’ group, and peer helpers). In addition, we have an after-school program (ECHOES) available for students. Over 50 students participate each night receiving academic support, tutoring/mentoring, and recreational activities. Learning beyond the classroom also occurs in our annual assemblies and recognitions like Veteran’s Day, Dr. Martin Luther King, Jr. Day, holiday canned food/adopt-a-family, and a state-recognized Culture Fair.
- In the value of special services and programs. Peet Jr. High serves students with wide-ranging academic needs and behavioral disabilities. Our ALPHA (talented and gifted program) provides extended learning opportunities for students. Our special education department offers academic/behavioral support for students including study skills, organization, planning, and more. Our guidance department assists students with academic, social, and emotional issues that impact learning. Our Media Center is the “hub” of Peet Junior High. We recognize the responsibilities that every member of the “Peet family” shares in shaping and enhancing every child’s learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

By any measure, our students at Peet Jr. High achieved at high levels in 2004-05.

One of the key indicators of success used by the school system is the Iowa Test of Basic Skills. These tests are scored using a large group of students from across the state and nation to develop expected scores/norms. The state establishes trajectory levels for districts and buildings as measures for student achievement. Student proficiency is defined as achieving at the 40%ile and above. Advanced proficiency is further defined as the 90%ile and above.

The overall state performance on each assessment can be found at:

<http://www.state.ia.us/educate/ecese/nclb/doc/reportcard05.pdf>

The individual school assessment results are posted at: <http://www.iowaschoolprofiles.com/>

8th grade students at Peet achieved “record-setting” levels of proficiency (40%ile or above) as measured by ITBS results in 2004-05.

Reading = 88% proficient

Math = 91% proficient

Science = 98% proficient

Of even greater importance, our sub-groups of IEP (special needs) and SES (low socio-economic), also attained at their highest level of proficiency (40%ile or above) to date:

IEP Reading = 63% proficient

SES Reading = 92% proficient

IEP Math = 70% proficient

SES Math = 100% proficient

IEP Science = 91% proficient

SES Science = 91% proficient

We are pleased that the gap between subgroups and all students is lessening - - data does not show a large disparity among students. Over 99% of our 8th grade students completed the assessment.

These successes can be attributed in part to some building-wide practices which have been implemented:

- Test-taking tips and strategies are being implemented in all classrooms, as well as individual student conferences to reinforce the importance of student assessments.
- Staff is collecting and analyzing students’ data, as well as using item analysis (ITBS) to direct activities and instruction.
- Vocabulary strategies are a part of every classroom, every teacher, and every student.
- Silent Sustained Reading (SSR) is included in period 4 classes daily.

Also important to student success and achievement are the interventions that the building and individual teachers implement. Included would be a problem-solving team which meets weekly to address individual student concerns, gather teacher data/input, and identify necessary academic support and programs. An after-school program is available for student assistance - - academic tutoring and mentoring are valuable components of the program. Grade level meetings, as well as weekly office staff (administration, guidance, nurse) are also conducted to insure that student needs are addressed.

Perhaps the most important intervention comes in the form of the day-to-day collaboration and communication that exists between staff and departments. It starts with a special education department that EVERY MORNING before school communicates with regular education teachers regarding integrated students. It continues with the conversations that staff is having about strategies that are best for individual students. For many teachers it includes nearly daily contact and phone calls with parents to insure success - - - WORKING TOGETHER!

2. Using Assessment Results:

Each school in the Cedar Falls Community School District has established Leadership Teams. One of the responsibilities of each team is to analyze district and building student achievement results. These teachers have been trained to analyze and interpret data and to make instructional decisions based upon it. Analysis is made involving gender, IEP (special programs), SES (socio-economic), and ethnicity. The results of this analysis help both building and departments to develop specific, measurable goals for improvement. Specifically, our building has identified vocabulary strategies (reading comprehension) and estimation (math) as areas to develop instructional strategies and techniques. In addition, building department chairpersons have become increasingly involved in use of data and individual item analysis to direct curriculum decisions.

Action plans and professional development activities for our building have been based upon data. Without question, the most important benefits of our professional development (designed in conjunction with the Iowa Professional Development Model) are:

1. **Data driven decision-making** – The leadership team regularly collects and analyzes student performance data and teacher implementation data to determine teaching and learning needs and to set goals for our building.
2. **Collaboration among staff members** – Each staff member has a collaborative partner. These partners plan lessons together, visit each other's classrooms to observe lessons, and provide feedback on the teaching and learning that occurred.
3. **Reflective practice** – Reflection upon theory and practice is a regular feature of our professional development workshops. Reflective writings often lead to discussion, which is promoting growth in individual teachers and helping us to become a professional learning community with a shared language and common goals.

Our district has conducted the Harris Interactive Survey on three occasions to measure the level of satisfaction of students, parents, and staff in all areas of education. Our building has used this comparative data to identify building strengths and areas for improvement.

3. Communicating Assessment Results:

Cedar Falls is a college community which places a tremendous value on education, and high expectations for education. It is an important responsibility to keep "our community" involved and informed.

The Cedar Falls Community Schools prepares an Annual Progress Report to the community. It includes the District Mission Statement, Belief Statements and Essential Learnings. District long-range goals are stated, as well as annual achievement goals for 4th, 8th, and 11th grade students (in reading, math, science, and subgroups). Proficiency data is provided for each area. Also provided are graphs providing 3-year district comparisons, and comparisons to state and nation. Finally, an overall analysis is provided and implications for the district.

As mentioned earlier, the Harris Interactive Survey has been an effective tool to measure satisfaction and identify areas of concern. We use other more traditional means of communicating student performance, as well. These include a Principal's Newsletter which is prepared quarterly, articles provided to two metro newspapers, "parent night" sessions conducted each semester. Over 80% of our parents attend Parent-Teacher conferences conducted in November and April. Perhaps the most utilized means of communication is our web site - www.cedar-falls.k12.ia.us Over 50,000 parents, students, and patrons have accessed information about our school annually.

4. **Sharing Success:**

One of the greatest benefits of our district leadership team process is the articulation and sharing that exists between each building. The teams have been trained together, and annually have the opportunity to analyze building data and share achievement results together. This session includes district administrators and school board members, as well, in honest dialogue leading to establishing school and district goals.

Another important relationship for our school is with the University of Northern Iowa. We host students from the local university in teaching training opportunities, as well as working with University departments to enhance opportunities for students. We also utilize our community resources (Hearst Center for the Arts, Recreation Department, Gallagher-Bluedorn Performing Arts Center). In every situation, involving the University of Northern Iowa and our community, there is sharing.

Our staff members are encouraged to participate in conferences and seminars. They often play roles as presenters and facilitators. They are active within their professional organizations, as well as active within their community/civic organizations - - there is sharing!

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Art curriculum at Peet Jr. High is all-inclusive, focusing on students' use of critical thinking and problem solving skills. Art classes are cross curricular incorporating math skills in design and painting projects, writing and vocabulary through artist statements and critiques, multi-cultural and historical exploration in three dimensional projects, and whole class projects developing team building skills. Students are expected to leave the art program understanding, appreciating, and hopefully promoting the importance of the arts in our society.

Business Education courses, including electives in Consumer Economics and Electronic Technology, are designed to assist students as consumers, provide initial exposure to career interests, and enhance their knowledge of computers/multi-media. Critical thinking skills, applied learning, and research strategies are integrated with the curriculum.

Family and Consumer Sciences engages students in active learning experiences in foods and nutrition, clothing and textiles, child development, and personal and family relations. Life skills, teamwork, and cross-curricular activities prepare students to accept responsibilities and make decisions that will enhance their current and future personal and professional lives.

The focus of Industrial Technology is on the five clusters of technology: Communication; Construction; Energy and Power; Manufacturing; Transportation. Students work in groups and individually on different projects directly related to each technology. Examples of student projects include: designed notepads; wind powered sailboats; design, framing, and construction of a scale model home; construction of a tool tote; digital photography.

The Peet Jr. High Mathematics curriculum is designed to both challenge students and allow for success. Students are taught with both traditional and contemporary methods. The mathematics program is structured for the student who struggles and the student who excels, allowing some students to complete Algebra and Geometry in 8th and 9th grade. The mathematics curriculum provides a wide array of concepts and strategies to accommodate the diverse community of learners.

Co-educational Physical Education is required for all students at Peet Jr. High. Our goal is to provide the students with the necessary physical skills and knowledge that lead to successfully living a positive, productive, and healthy lifestyle now and throughout their lifetime. All classes are conducted with an emphasis on success for each student, through the continuing development of various attributes such as character, effort, following directions, listening, participation, positive attitude, respect, responsibility, sportsmanship, safety, and working together.

Social Studies – Comprehensive coursework in world history (7th), geography (7th), economics (8th), government (8th), and American history (9th) is required of all students. Social Studies goals are included to help students gain insights into relationships among people, ideas, and events; to help students sharpen social studies skills; to help students develop an appreciation of history and the social sciences; to help students develop critical thinking and problem solving skills through social science.

The primary aim of the World Languages (French, Spanish, German) is to acquire speaking skills. Listening, reading, and writing are also emphasized as a means to acquire fluency. An important aspect of each course is the cultural component, including exposure to customs and traditions.

2b. (Secondary Schools) English:

The English Language curriculum is designed for all students to make personal connections between the lessons and their lives. Although traditional areas of spelling, reading, writing, grammar, listening, and speaking are included in the curriculum, teachers also incorporate innovative reading and vocabulary techniques and strategies which appeal to junior high students.

The goal of improving reading comprehension is illustrated through teaching an assortment of reading strategies such as active reading notes, connections with prior knowledge, and the use of predictions with reading selections which feature a variety of purposes.

In the area of vocabulary, students experience the enjoyment and fun of learning new words and deepening their understanding of words they already know. Students and staff enthusiastically created tombstones and eulogies for overused and misused words on Dead Word Day. Having fun with words through enjoyable activities such as word walls has built a sense of ownership for their learning. Each strategy designed to engage students has the overall goal of increasing reading comprehension as reflected in their memory books, personal anthologies, drama unit, and individual research projects.

A required course for all 9th grade students is Speech. It provides students with an exploratory experience speaking and acting before a group. A strong emphasis is placed on life communication skills through readings, activities, and presentations.

An elective course, Writing for Publication, allows students of all levels to write for enjoyment as well as publish their work in many different forms. The class publishes *The Peet Prowler* which allows students to share their work; the publication exemplifies a direct connection between reading and writing for enjoyment.

3. Science:

The Cedar Falls Community School District has identified Student Essential Learnings for our graduates. They include:

- | | | |
|--------------------------------|--------------------------------|------------------------|
| ♦Competent in essential skills | ♦Competent users of technology | ♦Lifelong Learners |
| ♦Complex Thinkers | ♦Contributing citizens | ♦Collaborative workers |
| ♦Effective Communicators | | |

The study of Science at Peet Jr. High includes Life Science in 7th grade, Earth Science in 8th grade, and Physical Science in 9th grade. The projects and activities which are a part of every unit reinforce each of the essential learnings.

Life Science introduces the students to the exciting world of living things including ecology, plants, animals, and the cell. Earth Science includes the wonders of the Earth - geology, astronomy, earth history, and meteorology. Physical Science relates the fundamental concepts of matter and energy to everyday life. The central theme of this course provides an introduction to chemistry and physics.

In Physical Science, activities include students designing their own roller coasters and learning concepts of speed, acceleration Or perhaps students conducting research on the quality of various products and presenting findings in class. Interdisciplinary instruction with Industrial Technology and Math occurs in the design and racing of CO₂ cars and launching of rockets. In Life Science, there is the dissecting of earthworms and grasshoppers. Also included are the research, posters, and presentation of viruses and bacteria. Earth Science includes the use of laptop computers and other technologies to research natural disasters. In 7th grade, students solve a murder mystery by developing a hypothesis, collecting evidence, and interpreting data.

Laboratory activities provide the students with experience in observing, problem solving, research, basic laboratory skills, data analysis, use of technologies, and collaborative learning.

4. **Instructional Methods:**

Within each classroom and integrated in all curriculum/instruction, attention is given to critical thinking, problem solving, applied learning, life skills, and cooperative learning. This is evident in our building goal of integrating research-based vocabulary instruction into classroom activities and silent sustained reading with graphic organizers, vocabulary quadrants and interactive word walls. Other methods of instruction include:

- **Research Activities:** Our research activities turn the power of learning into performance. A variety of print and non-print resources are incorporated with an emphasis on the critical and ethical use of materials. Seventh grade World Studies students begin the research experience with a project (countries) incorporating print and web-based resources. This provides a basis for 8th grade English and an extensive research process unit (WWII), involving various technologies and concluding with oral presentations. Our 9th grade students utilize research skills with projects in their U.S. History classes (Presidents) and in their Speech “Informational Final” unit.
- **Problem-solving:** Problem-solving is a daily staple in all curriculums but not always in the traditional manner. It can be observed in product testing using the scientific method. It is also seen in role playing life on a slave ship. It is in the Special Needs classroom as they prepare a recipe. It is seen as ALPHA students put into practice the “Seven Habits of Highly Effective Teens” or a group of students involved in Future Problem Solving.
- **Technology and Computers:** Computers are available in every classroom with three computer labs in the building. All students gain technique and computer skills through our keyboarding class, as well as elective courses “Hands on Technology” and “Electronic Technology.” Students become proficient users of software to produce PowerPoint presentations. “Inspiration” is used to create graphic organizers to help understand events in U.S. History. Computer programs calculate dietary intake and proper nutrition in Family Consumer Science, students hone music skills through “Smart Music,” or use “Real Cad” to create computer-assisted drafting projects. Students go online to explore career aptitudes and chart their course plan through “CHOICES.” Graphing calculators, computerized sewing machines, and digital technology enhance student learning. Students with reading difficulties have access to “Kurzweil” (an adaptive reading program) that will “read” materials that have been scanned. Our goal is to increase opportunities to utilize technology in student learning, and to pursue new technologies to enhance instruction.

5. **Professional Development:**

Professional development activities within the district/building have received an ever-increasing commitment of time and training. Leadership teams within each building develop and design activities to meet specific building goals. The goals identified at Peet Junior High include:

- To build a community of learners with a common goal of improving student achievement.
- To help students become better comprehenders of text in all areas of study.

An action plan has been designed, and professional development activities have been developed to achieve the goals. Included in the action plan are:

- Achievement goals in Reading, Math, and Science
- Staff will implement vocabulary strategies as a part of instruction (i.e. vocabulary quadrant, Frayer model, concept map)
- Silent Sustained Reading will be introduced daily as a part of Period 4/homeroom activities (including vocabulary word walls)
- Expand opportunities for parents to become more involved in their child’s learning
- Staff will integrate “test-taking tips” as a part of ITBS preparation
- Staff will continue efforts that promote collaboration and relationships

Data, collaboration, and reflection are all integral components in the improvement of instruction, lesson and curriculum design, and enhanced student achievement.

PART VII - ASSESSMENT RESULTS

Subject Reading Grade 8th Test Iowa Test of Basic Skills (ITBS)

Edition/Publication Year ©2001 Publisher Riverside Publishing – Harcourt, Inc.

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
School Participation - Enrollment	155	180	150
Number of students tested with ITBS	153	180	144
Number of students assessed alternatively	1	0	1
Percent of enrolled students tested	99	100	97
SCHOOL SCORES*			
% Advanced Proficient	27	25	26
% At or Above Proficient	83	79	79
% Below Proficient	17	21	21
Number of student scores	153	180	144
SUBGROUP SCORES			
1. White			
% Advanced Proficient	28	26	27
% At or Above Proficient	85	82	80
% Below Proficient	15	18	20
Number of student scores	133	169	134
2. Asian/Pacific Islander			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
3. Black			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
4. Hispanic			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
5. Am.Indian/Alaskan Native			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
6. Low Socioeconomic Status			
% Advanced Proficient	11	15	7
% At or Above Proficient	69	61	36
% Below Proficient	32	38	64
Number of student scores	14	26	19
7. Students with IEPs			
% Advanced Proficient	0	3	0
% At or Above Proficient	57	61	32
% Below Proficient	43	39	68
Number of student scores	19	31	31
State Scores by Biennium Periods	2003-05	2002-04	2001-03
% Advanced Proficient	15	15	15
% At or Above Proficient	70	69	69
% Below Proficient	29	31	31

Subject Mathematics Grade 8th Test Iowa Test of Basic Skills (ITBS)

Edition/Publication Year ©2001 Publisher Riverside Publishing – Harcourt, Inc.

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
School Participation - Enrollment			
Number of students tested with ITBS	153	180	147
Number of students assessed alternatively	1	0	1
Percent of enrolled students tested	99	100	97
SCHOOL SCORES*			
% Advanced Proficient	28	33	30
% At or Above Proficient	88	82	84
% Below Proficient	12	17	16
Number of student scores	153	180	147
SUBGROUP SCORES			
1. White			
% Advanced Proficient	29	34	31
% At or Above Proficient	89	84	84
% Below Proficient	11	16	16
Number of student scores	134	169	134
2. Asian/Pacific Islander			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
3. Black			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
4. Hispanic			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
5. Am.Indian/Alaskan Native			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
6. Low Socioeconomic Status			
% Advanced Proficient	6	15	13
% At or Above Proficient	82	69	57
% Below Proficient	18	31	44
Number of student scores	16	26	17
7. Students with IEPs			
% Advanced Proficient	7	6	11
% At or Above Proficient	68	54	53
% Below Proficient	32	45	47
Number of student scores	19	31	28
State Scores by Biennium Periods	2003-05	2002-04	2001-03
% Advanced Proficient	18	17	17
% At or Above Proficient	74	72	72
% Below Proficient	26	28	29

Subject Science Grade 8th Test Iowa Test of Basic Skills (ITBS)

Edition/Publication Year ©2001 Publisher Riverside Publishing – Harcourt, Inc.

	2004-2005	2003-2004	2002-2003
Testing month	October	October	October
School Participation - Enrollment	155	180	150
Number of students tested with ITBS	154	179	144
Number of students assessed alternatively	1	0	1
Percent of enrolled students tested	100	99	97
SCHOOL SCORES*			
% Advanced Proficient	29	26	35
% At or Above Proficient	95	79	93
% Below Proficient	5	21	7
Number of student scores	154	179	144
SUBGROUP SCORES			
1. White			
% Advanced Proficient	31	26	35
% At or Above Proficient	97	81	94
% Below Proficient	2	18	7
Number of student scores	134	169	133
2. Asian/Pacific Islander			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
3. Black			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
4. Hispanic			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
5. Am.Indian/Alaskan Native			
% Advanced Proficient			
% At or Above Proficient			
% Below Proficient			
Number of student scores	<10	<10	<10
6. Low Socioeconomic Status			
% Advanced Proficient	11	20	14
% At or Above Proficient	78	60	85
% Below Proficient	22	40	14
Number of student scores	14	25	18
7. Students with IEPs			
% Advanced Proficient	3	3	5
% At or Above Proficient	82	46	79
% Below Proficient	17	53	21
Number of student scores	19	30	29
State Scores by Biennium Periods	2003-05	2002-04	2001-03
% Advanced Proficient	17	16	16
% At or Above Proficient	80	78	77
% Below Proficient	21	22	23